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ABSTRACT

This workbook, coordinated with Manatt Teacher Performance Evaluation (TPE) workshops, summarizes large group presentation in sequence with the transparancies used. The first four modules of the workbook deal with the state of the art of evaluating and improving teacher performance; the development of the TPE system, including selection of criteria and performance areas; a method to analyze the current teacher evaluation skills of an appraiser; and how to conduct an appraisal interview. The next four modules deal with the cycle of preobservation conference, observation, and postobservation conference, including preobservation questions and an observation guide; methods for dealing with the nonproductive teacher; methods for giving negative feedback in a positive way, and effective teaching behaviors identified by research. The next four modules contain exit tips summarizing the workshop; an article on using effectiveness research in teacher evaluation; the writing of job improvement targets for teacher performance evaluation, including a job targets worksheet; and sample evaluation materials, including forms, checklists, a sample evaluation report, sample letters, and a sample teacher job description. Many pages in the workbook contain space for personal notes. (JM)

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Evaluating and Improving Teacher Performance

PROGRESS CHART K-12

MASTER TEACHER

1981-1982
Richard P. Manatt
Educational Consultant

Format Explanation

The twelve modules of this workbook are articulated with Manatt Teacher Performance Evaluation (TPE) workshops. Each large group presentation is outlined in sequence with the transparencies used. On each page of the presentation outline, space is reserved for your personal notes. Feel free to write in the notebooks--your overt response aids learning.

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MODULE ONE: Outline of the Presentation

"Evaluating and Improving Teacher Performance--State of the Art"

NOTES:

A PROMISE--I'll continue the dialog by telephone or letter:

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OUR GOAL: Performance appraisal that is
(1) valid
(2) reliable
(3) legally discriminating.

Do you perceive a teacher as being analogous to a jug of wine or a loaf of bread?
Wine is best when old; bread best when young.
If wine, you can evaluate as a coach.

Why the great increase in performance evaluation?
--Partly to help teachers and kids
--Mostly to maintain and defend management's "Right to Manage" which has been threatened by bargaining.

Productivity is output per worker per hour
--used to be an American specialty
--used to increase 3% per year
--now less than 1% per year in nonfarm private sector
--is decline due to insufficient R & D?

Our critics say educational administrators should weed out the unfit to get productivity up.

I say teach teachers to "work smarter not harder!"

To do it we must have
CONFRONTATION
tell them the truth about their performance
COMMUNICATION
teach them how to be more effective
MOTIVATION
help them see the gap between real and intended performance as a challenge, not "something to blame on the kids."

NOTES:

KEY TPE QUESTIONS
1. What are your criteria?
2. How high are your standards?
3. How do you monitor and report progress?
4. How are you going to help them improve?

KINDS OF EVALUATION
1. Characteristics (traits)
2. Process-behavioral
3. Performance
4. Input-process-output

TEACHER PERFORMANCE EVALUATION
is evaluation based upon an analysis or measurement of progress made toward accomplishment of predetermined objectives (the "rules of the game")

TPE is comprised of
1. rating scales with refined criteria
2. improved observations and conferences
3. job improvement targets for change
4. due process assured for appraisee and appraiser
5. coaching & counseling (clinical supervision)

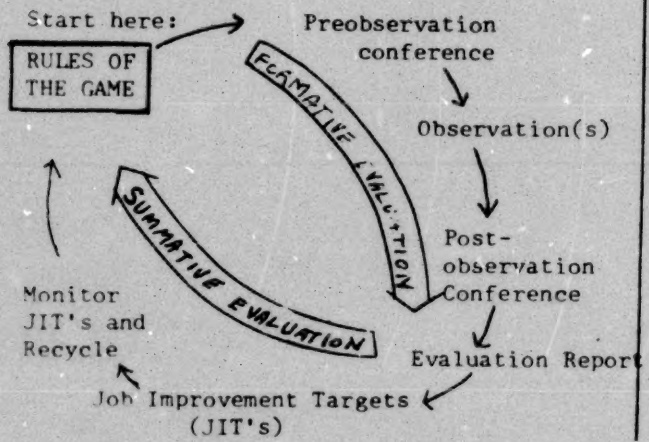
COURTS GENERALLY RULE
"Management has the prerogative to determine criteria and set performance areas to be evaluated."

I suggest you "confer with teachers about criteria--negotiable operational procedures" (if state or provincial law requires).

DON'T GET IN A HURRY!
--Year one to develop
--Year two to field test
--Year three to implement

TPE HAS TWO PARTS:
1. Operational Procedures
2. Criteria of Performance

THE CYCLE LOOKS LIKE THIS



NOTES:

Don't forget TPE rests on the foundation of program evaluation.

Program evaluation looks at what has happened to the learner over three to four years
--people--processes--things
--external survey teams such as regional accrediting associations, state department of education testing program(s).

Performance Evaluation alone does nothing--linking performance appraisal to sound learning theory and skillful supervision succeeds.

THE "CEREMONIAL CONGRATULATIONS" is simply overrating the teacher to avoid having to help them improve!

OVERRATING to encourage intradistrict transfer or changing school districts is a "DIRTY TRICK." It's "PASSING THE TURKEY" or "THE DANCE OF THE LEMONS." TPE is process, not input-output. To make it work we have to break three myths:

1. A teacher has a right to autonomy.
2. A teacher has a right to classroom privacy.
3. Evaluation of teachers is intended to weed out the unfit.

TO THE CONTRARY
The major purpose of TPE is
"THE IMPROVEMENT OF INSTRUCTION."

We want to upgrade--not weed out!

TPE does not mean teachers and principals must be involuntary adversaries.

TO DO COACHING AND COUNSELING:

1. Must overcome 9 to 1 effect (teacher remembers only the negative).
2. Must take Doppleganger in stride (the heat of feedback).

BOARD MEMBERS, ADMINISTRATORS AND TEACHERS--ALL MUST "TOTE OUR OWN SQUIRRELS."

MODULE TWO: Outline of the Presentation

"Developing a TPE System--the Essential Questions and Activities"	NOTES:

TO REVIEW--TPE HAS TWO MAJOR PARTS
--THE CRITERIA OF TEACHER PERFORMANCE, AND
--THE OPERATIONAL PROCEDURES TO MONITOR AND REPORT PERFORMANCE

LET'S EXAMINE PROCEDURES FIRST

TPE works best with multiple evaluators--
we're striving for the Robert Burns phenomena,

"O wad some pow'r the giftie gie us
To see oursels as others see us."

Robert Burns ca 1786

Demonstration of the discrimination power of multiple appraisers:

Rank Order*		Type of Appraiser
1	BEST	Students (at least one class)
2		Peers (at least three)
3		Administrators (at least three)
4		One Principal
5		Self-Evaluation

*Naperville, IL, Study, 1973.

TPE is a "people" change as well as a "paper" change.

THE DEVELOPMENT OF A TPE SYSTEM IS:
an educational process
a research process
a political process.

THE HIDLEBAUGH STUDY (1974) SOUGHT DISCRIMINATING CRITERIA IN THREE TEACHING DOMAINS:
--Didactic learning (cognitive)
--Heuristic learning (inquiry)
--Philetic learning (love relationship).

TWENTY-SIX CRITERIA ARE RECOMMENDED IN FIVE CATEGORIES:
--productive teaching techniques
--positive interpersonal relations
--intellectual stimulation
--organized, structured class management
--desirable out-of-class behavior.

ADDITIVE SCORES:
Useful for research--disliked by teachers--not very powerful in court.

NOTES:

SUCH "QUANTIFICATION" DOES ALLOW MANAGEMENT INFORMATION REPORTS AND MAY NEED TO BE USED TO ESTABLISH A BENCHMARK OF PRACTICE.

CONFER WITH TEACHERS VIA PARTICIPATIVE PLANNING.

MBO turned upside down

A STEERING COMMITTEE IS RECOMMENDED, USE
--teachers
--administrators
--parents and other citizens
--board members
--older students.

FIVE SUBCOMMITTEES
1. criteria and performance areas
2. standards
3. operational procedures
4. helping strategies
5. field test design.

REMEMBER
1. one year to develop
2. one year to pilot test
3. one year to implement.

Pages six and seven are useful to discuss criteria of teacher performance. See pages eight through eleven for a plan to develop procedures.

MANATT'S EXERCISE IN SELECTING TEACHER PERFORMANCE EVALUATION CRITERIA
BASED ON "EFFECTIVE TEACHING RESEARCH"*

(Ascriptive characteristics thought to be desirable for teachers--indicate the fourteen (14) you think correlate positively with student achievement. Four (4) are negative correlations; which ones are they? Four (4) have interaction with socio-economic status or grade level taught; circle the + or - for them!)

Enter
0, + or -

_____ 1. Advanced degrees: the teacher holds a master's or doctor's degree.

_____ 2. Superior knowledge of subject matter: teacher has better subject mastery in subject(s) taught.

_____ 3. Teaching experience: teachers who have taught more than five years compared with those who have taught less than five years.

_____ 4. Neatness: of teacher's work and classroom.

_____ 5. Good Grooming: by contemporary standards the teacher makes a good first impression.

_____ 6. High expectations: teacher expects all students to do well, to meet standards for promotions.

_____ 7. Use of praise: teacher uses praise more than criticism.

_____ 8. Warmth: the teacher projects caring; nice to be around.

_____ 9. Classroom management: the teacher spends less time in classroom management.

_____ 10. Class vs. individual instruction: the teacher teaches to the class as a whole or to large groups.

_____ 11. Seatwork: the teacher uses less seatwork but monitors closely what is given.

_____ 12. Teacher directed: the teacher selects activities and directs them, not the students.

_____ 13. Modeling: the teacher models what is to be taught.

_____ 14. Questioning: the teacher uses easy questions with a high success rate intended; directs questions to specific students, not volunteers.

*This list of effective teacher behaviors has been abstracted from the research summaries of Don Medley, Kathy Schaub, Barak Rosenshine, Ron Edmonds and Peter Mortimore, et al., presented in the videotape entitled, Teacher and School Effectiveness, ASCD, 225 North Washington Street, Alexandria, VA 22314, 1981, 20 minutes.

Enter
0, + or -

_____ 15. Mastery: the teacher does not "move on" until the material in a unit is learned.

_____ 16. Planning: the teacher uses detailed lesson plans with a variety of activities to assure high time-on-task.

_____ 17. Structuring comments: the teacher spends part of each period preparing learners for learning.

_____ 18. Student has ample opportunity to learn criterion material: material covered in class provides a functional curriculum that matches curriculum guides and testing program.

_____ 19. Probing: teacher responses that encourage the student to elaborate upon his or her answers.

_____ 20. Criticism: the teacher gives the student "straight-from-the-shoulder" feedback on accomplishments; uses praise sparingly.

_____ 21. More time devoted to recitation: oral activities for the students are stressed.

_____ 22. Teacher absences: the teacher's attendance record is good.

_____ 23. Difficulty level: the teacher "stretches" the learners by making the work really difficult toward the end of each unit.

_____ 24. Individualized instruction: the teacher personalizes his/her instruction for each learner.

_____ 25. Flexibility: teacher not upset by classroom interruptions, schedule changes.

_____ 26. More teacher-pupil interactions: teacher provides more one-on-one incidents.

_____ 27. Nonverbal approval: teacher uses body language and touching to reinforce.

_____ 28. Teaching style: teacher finds his/her favorite teaching style and sticks to it.

_____ 29. Testing: teacher gives few tests.

CATEGORIES AND CRITERIA OF TEACHER PERFORMANCE

FOUND DISCRIMINATING BY IOWA STATE UNIVERSITY RESEARCH*

Productive Teaching Techniques

1. Clarity In Presentation (Explains Things Well).
2. Variability In Materials, Activities, Etc.
3. Opportunity For Pupils To Learn Material On Test.
4. Use Of Student Ideas.
5. Structuring Comments Are Used As Advance Organizers.
6. Probing Questions Used For Understanding Of Concepts, Relationships And For Feedback To The Teacher.

Positive Interpersonal Relations

1. Shows Respect For His/Her Pupils.
2. Amount Of Criticism (Positive, Encouraging, Supportive).
3. Tolerant
4. Fair
5. Available
6. Provides Opportunities For All Pupils To Experience Success.

Organized, Structured Class Management

1. Businesslike Or Task-Oriented Behavior.
2. Difficulty Level Of Instruction Appropriate For Individuals.
3. Uses Class Time Efficiently.
4. Constantly Monitors Pupils Progress And Adjusts Pace Accordingly.
5. Work Is Relevant And In Sufficient Amounts For Depth Learning.
6. Has Objectives And Is Teaching Toward Them.

Intellectual Stimulation

1. Enthusiasm.
2. Makes Classwork Interesting.
3. Sustains Pupil Attention And Response With Activities Appropriate To Pupils' Levels.
4. The Teacher Is An Exciting Vibrant Person.
5. The Teacher Inspires Students To Seek More Knowledge On The Subject.

Desirable Out-Of-Class Behavior

1. The Teacher Is A Good Team Worker.
2. The Teacher Reports Pupil Progress To Parents In An Effective Manner.
3. The Teacher Utilizes Community Resources In Instruction.
4. The Teacher Assumes Responsibilities Outside The Classroom As They Relate To School.
5. The Teacher Is Committed To The Primary Goal Of Assisting Student Growth.
6. The Teacher Strives For Improvement Through Positive Participation In Professional Growth Activities.

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*Manatt, R., et al., "Evaluating Teacher Performance with Improved Rating Scales." NASSP Bulletin, 60: 401 (September 1976): 21-23.

Table 1. Plan for developing an integrated performance evaluation system.

PHASE	ACTIVITY	QUESTIONS/TOPICS
I	Select Committees*	Steering Committee (Subcommittee Chairpersons) SUBCOMMITTEES: 1. Philosophy and Objectives 2. Performance Areas and Criteria 3. Operational Procedures 4. Forms and Records 5. Test and Field Test
II	Subcommittees Set Specifications for Administrator Performance Evaluation, Teacher Performance Evaluation Systems, etc.	
	1. Steering Committee	a. Create/manage timeline b. Inform/consult superintendent and board c. Determine consultant usage d. Determine performance vs. input-output evaluation e. Inform/consult staff
	2. Philosophy and Objectives	a. Why evaluate teachers? b. Shall we use multiple evaluators? c. What constitutes good instruction in this district?
	3. Performance Areas and Criteria	Aids Administration in Determining: a. What performance areas count? (classroom, sponsoring, coaching, community service, etc.) b. What about special area evaluation, i.e., counseling, library, media? c. What specific criteria within these areas?
	4. Operational Procedures	a. If we use multiple evaluators--how do we do it? b. What should be the cycle? c. What should constitute classroom observation? d. How should feedback and help be provided?
	5. Forms and Records	a. Analysis of system b. How do we streamline paperwork? c. Do we need separate documents for observation and reporting? d. Should there be a program evaluation form?

Table 1. Plan for developing an integrated performance evaluation system (continued).

PHASE	ACTIVITY	QUESTIONS/TOPICS
	6. Test and Field Test	a. What constitutes an appropriate test of the new system? b. What are our criteria of validity, reliability, discrimination power? c. When should we begin the field test? d. How high shall our standards be? e. What orientation and training is needed for implementation?
III	Set Philosophy Determine Criteria to be Used	Inform all subcommittees of guidelines. Strive for agreement: teachers, administrators, board, students, community.
	Describe Cycle to be Used Draft Forms and Records	Preconferences, observations, postconferences. How to document what happens--specify performance changes needed, give credit for success!
	Plan Cut-and-Try Experiment	Who? What? When? Where? Why? For how many dollars?
	Field Test, Review, Rewrite	What worked? What did not? What more do we need?
	Establish and Improve	Skills training for evaluators, improve teacher performance, check against program evaluation; orient, orient and reorient!

*All committee activities must be guided by the negotiable/non-negotiable constraints of Illinois Statutes.

Table 2. Timeline.

PHASE I PREPARATIONAL		PHASE II DEVELOPMENTAL		PHASE III OPERATIONAL	
Sept-Dec 1979	Selection, assignment, and orientation of consultants and steering committee	June 1980	Staff workshop to draft plan to make staff development and evaluation operational; evaluator training	Oct 1980	Begin field tests, i.e., board, administrator, teacher; continuation of evaluator training
Feb 1980	Review and possible modification of district instructional goals	Aug 1980	Administrative collation of activities performed to date	Nov 1980	Continuation of field test and evaluator training
March 1980	Staff overview of identification of good performance: a. Philosophy and objectives of evaluation b. Performance areas and criteria c. Operational procedures	Sept 1980	Staff input to, and adoption of, plan developed in summer workshop; continuation of evaluator training	Dec 1980	Continuation of field test
				Jan 1981	Continuation of field test
				Feb 1981	Feedback and review of field test; revision of instrument(s)
				Mar 1981	Field test revised instrument(s)
April-May 1980	Steering Committee activities			Apr 1981	Evaluator training; final adoption of instrument(s)
				May 1981	Orientation to adopted instrument; completion of project

MODULE THREE: Outline of the Presentation

"Analysis of Entry Skills As An Appraiser"	NOTES:

USING A GUIDED PRACTICE, LET'S EXAMINE HOW YOU APPRAISE A TEACHER.

Admittedly, role playing is easier for the appraisee and harder for the appraiser, but the experience "reeks of realty" appraising is tough!

THE SITUATION: In this module the members of the class, seminar, or audience will be divided into triads. One of you will play the part of a principal (Mary or Marty), one of you will be a first-year teacher, Jim, and one will be the PROCESS OBSERVER. Take a few moments and choose roles . . . .

The setting is a suburban Denver school. Jim will be a teacher of the subject and grade(s) that the role player used to (or still does) teach. The principal has done a thorough job of visiting Jim's classes and providing formative feedback. It's now the end of the school year and time for a "summative" feedback session. Jim is a little anxious, of course, he's a first-year teacher in a state where it takes three years to acquire tenure.

Now to specific briefings for each role player.

OBSERVERS--You will use the form on page 13 to capture a description of the principal's nonverbal communication (body language). You must also identify management behavior exhibited in the introduction, body, and conclusion of the appraisal interview. We will describe behavior using the DIMENSIONAL MANAGEMENT STRATEGIES (DMS) first conceptualized by Lefton, Buzzotta, and Sherberg.*

These social psychologists believe that all management behavior can be perceived as distributing along two continua (1) from dominant to submissive and (2) from hostile to warm. Since these continua intersect, we have four quadrants. (Turn to page 12 to study the diagram).

* Lefton, R.E., V.R. Buzzotta and Mannie Sherberg, Dimensional Management Strategies, Psychological Associates, Inc., St. Louis. 1972.

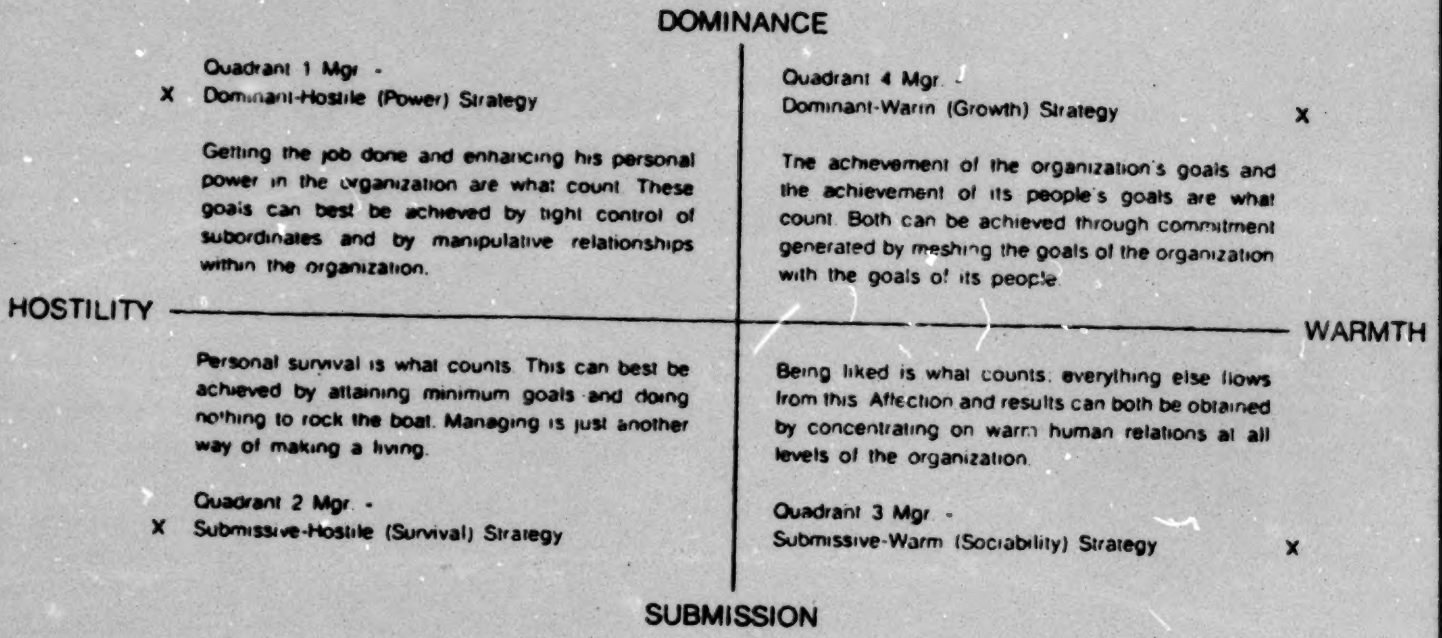

DOMINANCE
Quadrant 1 Mgr. -
X Dominant-Hostile (Power) Strategy
Getting the job done and enhancing his personal power in the organization are what count. These goals can best be achieved by tight control of subordinates and by manipulative relationships within the organization.
Quadrant 4 Mgr. -
Dominant-Warm (Growth) Strategy
X
The achievement of the organization's goals and the achievement of its people's goals are what count. Both can be achieved through commitment generated by meshing the goals of the organization with the goals of its people.
HOSTILITY
WARMTH
Personal survival is what counts. This can best be achieved by attaining minimum goals and doing nothing to rock the boat. Managing is just another way of making a living.
Quadrant 2 Mgr. -
X Submissive-Hostile (Survival) Strategy
Being liked is what counts: everything else flows from this. Affection and results can both be obtained by concentrating on warm human relations at all levels of the organization.
Quadrant 3 Mgr. -
Submissive-Warm (Sociability) Strategy
X
SUBMISSION

FIGURE 1. THE DIMENSIONAL MANAGEMENT MODEL

Lefton, R.E.,V.R. Buzzotta and Mannie Sherberg, Dimensional Management Strategies, Psychological Associates, Inc., St. Louis. 1972.

OBSERVER'S FEEDBACK DOCUMENT

OBSERVER'S NAME _____

NAME OF APPRAISER ROLE PLAYER _____

NAME OF APPRAISEE ROLE PLAYER _____

PHASE OF CONFERENCE	APPRAISEE	APPRAISER
I. Opening of Conference Attitude		
Body English		
Success?		
Weakness(es)?		
II. Body Were Problems Identified?		
Was Appraiser Successful?		
Was Appraisee Helped?		
Dimensional Management Strategy? (circle one)	Q1 Q2 Q3 Q4	Q1 Q2 Q3 Q4
III. Closing of Conference Tone of Closing		
Who Gave Closure?		
Next Steps Identified?		
Overall Rating of Appraiser (check one)		____Exceeds Standards ____Meets Standards ____Needs Help ____Does Not Meet Standards
Type of Interview? Circle: T & S T & L PS		

NOTES:

Let's summarize:

Q-1 the quadrant one behavior is dominant-hostile (a power strategy)

Q-2 is submissive-hostile (a survival strategy)

Q-3 is submissive-warm (the sociability strategy)

Q-4 is dominant-warm (a growth strategy).

NOW LET'S ORIENT TEACHERS AND PRINCIPALS SEPARATELY.

RECAP:

Most principals use Q-3 behavior to start an appraisal, turn Q-1 when they realize it doesn't seem to work and then retreat to Q-3 "ceremonial congratulations" for closure.

A more effective approach would

(1) state why the appraisal interview is being held (purposes) at the very beginning,

(2) use a laundry list for probing "What went well this year, Jim?" "What are you working on?"

(3) ask the appraisee to summarize the interview and list corrective future actions agreed upon.

A problem solving approach rather than tell-and-sell.

TEACHER'S COPY

DIAGNOSIS OF CURRENT PERFORMANCE

Directions:

Using a copy of this inventory form, evaluatee and evaluator will independently diagnose the status of the evaluatee's current performance. It is to be used to assist in the identification of areas indicating performance strengths or those in which improvement is needed.

* Areas of strength is indicated by 4
* Areas of acceptable performance 3
* Areas needing some improvement by 2
* Areas needing considerable improvement by 1

When the status of current performance has been determined, those areas identified as needing considerable improvement should be given first consideration in preparing job targets. (See Form TE-2).

This form contains the six major performance areas identified on the "Standards of Competent Performance" as well as the standards and suggested indicators of competence.

	CHECK ONE			
	4	3	2	1
A. Performance Area/Diagnosing				
1. Completes a diagnosis of each student	✓			
2. Gathers diagnostic data utilizing a variety of techniques appropriate to the teacher's goals and aims	✓			
3. Requests assistance from others when there is a need for a more comprehensive diagnosis	✓			
4. Identifies the achievement levels of students	✓			
B. Performance Area/Prescribing				
1. Identifies short and long term instructional objectives which are measurable	✓			

	4	3	2	1
2. Prepares objectives that show that the data gathered and diagnosed is utilized		✓		
3. Lesson planning illustrates consistency with lesson objectives		✓		
4. Accepts and utilizes student feedback in planning instruction	✓			
C. Performance Area/Facilitating				
1. Uses words and content appropriate to the subject area and students' abilities	✓			
2. Develops and utilizes creative materials appropriate to the instructional objectives	✓			
3. Has knowledge of and utilizes community agencies, group and individuals to further the educational program	✓			
4. Organizes plans and materials in appropriate manner	✓			
5. Exhibits positive verbal and non-verbal influences on students	✓			
6. Shows respect for students	✓			
7. Provides an atmosphere in which students remain at task	✓			
8. Exhibits fairness and consistency in dealing with behavior problems	✓			
9. Provides information in a clear and concise manner utilizing a multisensory approach	✓			

	4	3	2	1
10. Phrases questions so that students may respond	✓			
11. Uses strategies which involve students in higher levels of thinking	✓			
12. Paces activities according to the needs of students	✓			
13. Utilizes and builds upon student interest and prior knowledge	✓			
14. Provides students with feedback as they progress toward goals	✓			
15. Allows for a balance between intake of information and the expression of student's ideas	✓			
16. Provides individual students with activities to develop attitudes, appreciations and values	✓			
D. Performance Area/Evaluating Student Performance 1. Selects evaluative techniques appropriate to student objectives		✓		
2. Provides students with continuous feedback concerning their performance		✓		
3. Identifies the reasons why students have or have not met the performance objectives		✓		
4. Uses objective data to arrive at an indicator of student progress to be reported to parents		✓		
5. Provides feedback that facilitates the students accomplishment of the goals		✓		

	4	3	2	1
6. Plans changes in teaching strategies based on the results of assessment		✓		
E. Performance Area/Professional Development 1. An annual performance self-assessment is completed	✓			
2. Meaningful and challenging "Job Targets" are annually developed		✓		
3. Job Target fulfillment includes provisions for independent reading/study; participation in university courses, inservice activities and professional meetings	✓			
4. Maintains a role in professional organizations	✓			
5. Participates in workshops, conferences, study groups, planning and research projects, pilot programs, appraisal and evaluation activities		✓		
F. Performance Area/School Community Relations 1. Abides by staff decisions	✓			
2. Accepts shared responsibilities in and out of the classroom	✓			
3. Maintains records as designated by district administrator regulations	✓			
4. Utilizes adopted courses of study or adjusts teaching objectives to include such adoptions		✓		

	4	3	2	1
5. Adheres to and enforces state law, State Board of Education regulations, School Board policies and established administrative building procedures	✓			
6. Is supportive of school and community activities	✓			

Signature: Jim Fipps

Date: 6/15/76

Check

☑ Self-Diagnosis

☐ Evaluator's Diagnosis

Following the cooperative development of job targets (Form TE-2), the disposition of the teacher's self-evaluation (Form TE-1) is to be determined by the teacher.

METHOD	TELL AND SELL	TELL AND LISTEN	PROBLEM-SOLVING
Objectives	To communicate evaluation To persuade employee to improve	To communicate evaluation To release defensive feelings	To stimulate growth and development in employee
Psychological Assumptions	Employee desires to correct weaknesses if he knows them Any person can improve if he so chooses A superior is qualified to evaluate a subordinate	People will change if defensive feelings are removed	Growth can occur without correcting faults Discussing job problems leads to improved performance
Role of Interviewer	Judge	Judge	Helper
Attitude of Interviewer	People profit from criticism and appreciate help	One can respect the feelings of others if one understands them	Discussion develops new ideas and mutual interests
Skills of Interviewer	Salesmanship Patience	Listening and reflecting feelings Summarizing	Listening and reflecting feelings Reflecting ideas Using exploratory questions Summarizing
Reactions of Employee	Suppresses defensive behavior Attempts to cover hostility	Expresses defensive behavior Feels accepted	Problem-solving behavior
Employee's Motivation for Change	Use of positive or negative incentives or both Extrinsic: motivation is added to the job itself	Resistance to change reduced Positive incentive Extrinsic and some intrinsic motivation	Increased freedom Increased responsibility Intrinsic motivation--interest is inherent in the task
Possible Gains	Success most probably when employee respects interviewer	Employee develops favorable attitude toward superior, which increases probability of success	Almost assured of improvement in some respect
Risks of Interviewer	Loss of loyalty Inhibition of independent judgment Face-saving problems created	Need for change may not be developed	Employee may lack ideas Change may be other than what superior had in mind
Probable Results	Perpetuates existing practices and values	Permits interviewer to change his views in light of employee's responses	Both learn, because experience and views are pooled Change is facilitated

PRINCIPAL'S COPY

DIAGNOSIS OF CURRENT PERFORMANCE

Directions:

Using a copy of this inventory form, evaluatee and evaluator will independently diagnose the status of the evaluatee's current performance. It is to be used to assist in the identification of areas indicating performance strengths or those in which improvement is needed.

* Areas of strength is indicated by 4
* Areas of acceptable performance 3
* Areas needing some improvement by 2
* Areas needing considerable improvement by 1

When the status of current performance has been determined, those areas identified as needing considerable improvement should be given first consideration in preparing job targets. (See Form TE-2).

This form contains the six major performance areas identified on the "Standards of Competent Performance" as well as the standards and suggested indicators of competence.

	CHECK ONE			
	4	3	2	1
A. Performance Area/Diagnosing 1. Completes a diagnosis of each student	✓		X	
2. Gathers diagnostic data utilizing a variety of techniques appropriate to the teacher's goals and aims	✓			X
3. Requests assistance from others when there is a need for a more comprehensive diagnosis	✓	X		
4. Identifies the achievement levels of students	✓		X	
B. Performance Area/Prescribing 1. Identifies short and long term instructional objectives which are measurable	✓			X

	4	3	2	1
2. Prepares objectives that show that the data gathered and diagnosed is utilized		✓	X	
3. Lesson planning illustrates consistency with lesson objectives		✓	X	
4. Accepts and utilizes student feedback in planning instruction	✓	X		
C. Performance Area/Facilitating				
1. Uses words and content appropriate to the subject area and students' abilities	✓	X		
2. Develops and utilizes creative materials appropriate to the instructional objectives	✓	X		
3. Has knowledge of and utilizes community agencies, group and individuals to further the educational program	✓		X	
4. Organizes plans and materials in appropriate manner	✓		X	
5. Exhibits positive verbal and non-verbal influences on students	✓	X		
6. Shows respect for students	✓	X		
7. Provides an atmosphere in which students remain at task	✓	X		
8. Exhibits fairness and consistency in dealing with behavior problems	✓	X		
9. Provides information in a clear and concise manner utilizing a multisensory approach	✓		X	

	4	3	2	1
10. Phrases questions so that students may respond	✓	X		
11. Uses strategies which involve students in higher levels of thinking	✓	X		
12. Paces activities according to the needs of students	✓		X	
13. Utilizes and builds upon student interest and prior knowledge	✓	X		
14. Provides students with feedback as they progress toward goals	✓	X		
15. Allows for a balance between intake of information and the expression of student's ideas	✓	X		
16. Provides individual students with activities to develop attitudes, appreciations and values	✓	X		
D. Performance Area/Evaluating Student Performance				
1. Selects evaluative techniques appropriate to student objectives		✓ X		
2. Provides students with continuous feedback concerning their performance		✓ X		
3. Identifies the reasons why students have or have not met the performance objectives		✓	X	
4. Uses objective data to arrive at an indicator of student progress to be reported to parents		✓ X		
5. Provides feedback that facilitates the students accomplishment of the goals		✓ X		

	4	3	2	1
6. Plans changes in teaching strategies based on the results of assessment		✓	X	
E. Performance Area/Professional Development 1. An annual performance self-assessment is completed	✓ X			
2. Meaningful and challenging "Job Targets" are annually developed		✓ X		
3. Job Target fulfillment includes provisions for independent reading/study; participation in university courses, inservice activities and professional meetings	✓ X			
4. Maintains a role in professional organizations	✓ X			
5. Participates in workshops, conferences, study groups, planning and research projects, pilot programs, appraisal and evaluation activities		✓ X		
F. Performance Area/School Community Relations 1. Abides by staff decisions	✓ X			
2. Accepts shared responsibilities in and out of the classroom	✓ X			
3. Maintains records as designated by district administrator regulations	✓ X			
4. Utilizes adopted courses of study or adjusts teaching objectives to include such adoptions		✓ X		

	4	3	2	1
5. Adheres to and enforces state law, State Board of Education regulations, School Board policies and established administrative building procedures	✓ ✗			
6. Is supportive of school and community activities	✓ ✗			

Signature: Mary Hart

Date: 6/25/74

Check

☑ Self-Diagnosis

☒ Evaluator's Diagnosis

Following the cooperative development of job targets (Form TE-2), the disposition of the teacher's self-evaluation (Form TE-1) is to be determined by the teacher.

MODULE FOUR: Outline of the Presentation

"The Appraisal Interview"	NOTES:

AFTER GETTING FEEDBACK ON TELL-AND-SELL, WHAT OTHER CHOICES DID YOU HAVE?

Objectives of the appraisal interview:

1. Let them know where they stand.
2. Recognize good work.
3. Communicate directions for improvement.
4. Develop employees on their present job.
5. Let them know how to get promoted.
6. Serve as a record of assessment for the school or district as a unit.
7. Warn certain employees that they must improve.
8. Develop and train employees for higher level jobs.

Because of so many different objectives for appraisal interviews, the appraiser must first determine what s/he wants to do.

Three basic ways to interact:
--tell-and-sell
--tell-and-listen
--problem solving.

TELL-AND-SELL "INSIGHTS"

1. Long introduction--appraiser must keep talking to prevent the appraisee from expressing objectives.
2. Small talk is used as a "disarmer."
3. Usually take up good ratings first; also add praise. The "judge" is pleased.
4. The good part ends when the appraiser runs out of "happy words."
5. The remainder of the interview focuses on appraisee's deficiencies.
6. A "request-for-change" is made--and a pep talk to let the appraisee "know why."
7. Now the "yes--but" defense by the appraisee begins.
8. The formality increases as distance and "chill" increases. We hear terms like "Yes Ma'am," "Sir," "Dr." Jones, "Mr." Superintendent.
9. The appraiser "judge" may now use his/her cruelest weapon: "If you deny my charges the denial is evidence of guilt!"
10. The judge says, "Don't defend yourself, reform yourself!
11. The appraiser will do 80% of the talking yet, in our research, we have found that the person who talks the most is the one who changes the most.

NOTES:

12. There is a strong nine-to-one effect.
13. It is, "I'm O.K., you're not O.K.!"
14. Tell-and-sell is a pure "carrot-and-stick" approach.
15. Weaknesses take more words to discuss than do strengths--this causes the employee to feel more rejected by the appraisal than the superior intends.

NOW BIG DADDIES--BIG MOMMAS, LET'S BE HONEST. WE LIKE USING TELL-AND-SELL. BUT, AS THEY USED TO SAY OF FROG-GIGGING DOWN BY THE POND, "IT HAS BEEN FUN FOR THE BOYS BUT HELL ON FROGS!"

WHAT HAS "TELL-AND-LISTEN" GOT GOING FOR IT?

1. In "tell-and-listen" appraisal interviews the appraiser communicates the evaluation to the employee and then waits for a response.
2. T & L is somewhat unnatural for a school administrator. S/he often views it with skepticism because one must be a little ambiguous about authority to use it.
3. In T & L the appraiser communicates the gist of the evaluation early--then uses the balance of the time to explore the appraisee's feelings about the evaluation, hence, catharsis and ventilation.
4. One of the great merits of T & L--it neutralizes some of the bad feelings that are introduced by communication of the evaluation.
5. If you take over after a "big daddy" type, about all you can hope to accomplish the first year is ventilation and catharsis!

NOW TO PROBLEM SOLVING EVALUATION. IT'S COLLEAGUAL EVALUATION IN CANADA. IT'S REALLY A FORM OF CLINICAL SUPERVISION.

In the problem solving appraisal we want to turn

PERFORMANCE EVALUATION

PERFORMANCE PLANNING

INDIVIDUALIZED GOAL SETTING

NOTES:

THE CLINICAL SUPERVISION STEPS:

1. Preobservation conference.
2. Classroom observation.
3. Analyses of data observed and strategy planning for presenting data.
4. Postobservation conference.
5. Critique.

PROBLEM SOLVING "INSIGHTS"

1. Major merit--it has the single objective of improving instruction.
2. Interviewer is a "helper" not a judge.
3. Growth is what we want and growth can occur without "correcting" all faults.
4. Discussion develops new ideas and mutual interests.
5. Problem solving does away with argument over who is right--who is wrong. Stresses what is right for learners in the future!
6. Remember, the change that occurs may not be what you (the superior) had in mind!

I PREDICT: THE PROBLEM SOLVING APPROACH WILL INCREASINGLY BE THE MODE SELECTED FOR TPE.

ADVANTAGES

1. A desirable form of motivation.
2. An increased sense of responsibility for improvement.
3. A higher degree of communication.
4. It gives security for the appraisee because it stresses success.

DISADVANTAGES

1. No provision for letting employees know where they stand.
2. You don't give them much praise.
3. There is less paperwork to use as evidence.
4. Conventional bosses don't understand!
5. The appraiser must know good teaching!

MODULE FIVE: Outline of the Presentation

"The Cycle: Preobservation Conference, Observation, Post Conference"	NOTES:

In this module you will experience the ideal cycle with a "not so ideal lesson." Let's start with the situation.

Jim is the principal and he has three buildings to supervise--the result of RIFing principals as teachers are dismissed because of dwindling enrollments. Mary is a first year teacher who is learning the ropes.

Preobservation Conference

Jim should ask before visiting class--

1. Where are you in the course? (unit, lesson, page numbers in texts, etc.)
2. What teaching/learning activities will be observed?
3. What skills, attitudes, knowledge will be taught? (What are your students going to get out of it?)
4. How are you going to do it? (Methods)
5. Are there particular teaching behaviors that you especially want monitored?
6. How are you going to know if the students have learned? (Substantiate?)
7. What special characteristics of the students should be noted?
8. (yourself) How would I teach this lesson?

He might use a form like Eldora (Iowa) does to save time. (See page 30)

Classroom Observation

Seasoned evaluators have learned it pays to take detailed notes in the observation. Tell the teacher you will run a time log to keep track of "time-on-task" which we have learned is highly correlated with learning gains. Each time the teacher changes topics, methods or concepts, you write down the time of day in the left margin of your pad. To the right you describe what is happening.

After the observation you will use your notes to encode data on a classroom observation form similar to the West Des Moines document. (See pages 31-33)

ELDORA (IOWA) COMMUNITY SCHOOLS*

PREOBSERVATION QUESTIONS FOR _____
(Teacher)

CLASS TAUGHT _____ PERIOD ____

Please complete the following information and return to the evaluator one day before the scheduled date of the observation.

1. Where are you in the course?
   (unit, lesson, page numbers in texts, etc.)

2. What teaching/learning activities will be observed?

3. What skills, attitudes, knowledge will be taught?
   (What are your students going to get out of it?)

4. How are you going to do it?
   (Methods)

5. Are there particular teaching behaviors that you especially want monitored?

6. How are you going to know if the students have learned?
   (Substantiate?)

7. What special characteristics of the students should be noted?

8. Observer/Evaluator/s notes:

* Size of form has been reduced for workbook reproduction.

FORM 74A-1	OBSERVATION GUIDE WDM TEACHER PERFORMANCE

(Teacher's Name) _____ (Date) _____

(Class Observed) _____

OBSERVER/EVALUATOR: _____

BRIEF DESCRIPTION OF ACTIVITY OBSERVED

Check one or more comments for each item.	DEGREE OF COMPETENCY EXHIBITED*					
	Optimum	Average	Not shown	Seek more info.	Notes
(1) Teaching toward perceivable objectives. Teaching focused on a particular learning target--not a bit of everything or nothing.					
(2) Objective(s) appropriate for learners--not already attained or too difficult.					
(3) Was progress toward objective(s) made? If objective(s) switched in period, was change for valid reasons?					

FORM 74A-1 Page 2	DEGREE OF COMPETENCY EXHIBITED				
	Optimum	Average	Not shown	Seek more info.	Notes
(4) Teacher's behavior facilitated learning.					
(5) Teacher minimized interference with learning.					
(6) Supporting materials and media well prepared/chosen.					
(7) Evaluation activities effective.					
(8) Classroom environment created which is conducive to learning.					
(9) Provides a variety of learning modes.					
(10) Appropriate applications of principles of learning (see guide page 3).					

(11) What were the best performance areas?

(Check one or more)

( ) Course content selected
( ) Objectives
( ) Methods
( ) Student-student interaction
( ) Student-teacher interaction
( ) Student independent study
( ) Other: _____

(12) What were the performance areas needing improvement?

(Check one or more)

( ) Course content selected
( ) Objectives
( ) Methods
( ) Student-student interaction
( ) Student-teacher interaction
( ) Student independent study
( ) Other: _____

FORM 74A-1	Page 3	GUIDE TO PRINCIPLES OF LEARNING

1. Factors affecting motivation to learn
   a. Concern
   b. Feeling tone
   c. Success--level of difficulty
   d. Interest--self-novelty
   e. Knowledge of results
   f. Extrinsic--intrinsic

2. Factors affecting rate and degree of learning
   a. Motivation
   b. Reinforcement
      1. Positive
      2. Negative
      3. Extinction
      4. Schedule
   c. Active participation
      1. Overt
      2. Covert
   d. Practice
      1. Amount of material
      2. Amount of time
      3. Schedule (massed or distributed)
      4. Over-learning
   e. Knowledge of results (specific and precise)
   f. Degree of guidance
   g. Level of aspiration
   h. Meaning
   i. Positive and negative transfer
   j. Sequence, length and relationship
   k. Vividness
   l. Modeling
   m. Anticipatory set

3. Factors affecting retention
   a. Degree of original learning
   b. Feeling tone
   c. Practice schedule
   d. Meaning
   e. Transfer

4. Factors affecting transfer
   a. Similarity
   b. Association
   c. Degree of learning
   d. Critical attributes

NOTES:

Now let's practice with Mary's class. Let's suppose in the preconference she suggests three teacher behaviors she wants monitored:

1. How well do I handle errors in scientific fact?
2. What do you think of my use of positive reinforcement?
3. Is this a good class discussion?

You can also assume that she also has two unspoken questions in the back of her mind:

1. How did I do?
2. What would you suggest to make the lesson better next time?

Teachers always want to raise these two issues even though your feedback after one observation should be "formative," i.e., nonjudgmental!

NOW LET'S LISTEN TO HER CLASS.

NEXT, LET'S SEE WHAT YOU DECIDED.
(group feedback)

May I give you some advice? The suspicion, contempt, tension, distrust between evaluators and the evaluatee exists because (at least in part) your duties involve criticism--the three keys: confrontation, communication, motivation. You will be hit by accusations such as "out of date," "out of touch," "can't do it yourself so you're a supervisor or principal." Often the accuser is feeling the same thing about themselves. Your objective is to strengthen "dispositions," i.e., habitual ways of responding to particular situations. We want A to lead to B (A$\longrightarrow$B); all too often, however, vectors interfere (A$\overset{\uparrow\uparrow\uparrow}{\longrightarrow}$B). We want to cut out the vectors!

Focus on modifying the appraiser's understanding of the situation--change the way they understand what they're doing and inspire them to carry on.

Help the teacher use their skills more consistently, reliably, appropriately.

Useful Techniques

1. Cultivate the habit of suspending judgment. Ask instead, "Why is this happening?" This enables you to learn more and slows down your response. We want reasoned contemplation--not snap judgments.

NOTES:

2. Watch your timing--teaching is creating a learning climate--a day-after-day-after-day thing--not one learned lesson plan that you watched! If you are going to make a mistake, make the mistake of going too slow (we used to call this "patience" and it was thought to be a virtue!).

3. Help teachers form their own experiences into ideas.

4. Focus on building the relationship between the evaluatee and yourself that the person can draw on rather than the immediate right or wrong. To develop a lasting alliance may take months of biding your time, holding your tongue. Don't lose a year for the gain of a moment.

5. Try to avoid the pattern of "behavior in one fell swoop" (that's too cold). Ask the person to try out alternative techniques (unless the situation has immediate danger for them or kids).

6. Make suggestions in the form of "next time _____ comes up, try _____!" You are teaching them the experimental attribute--strengthening their experimental disposition. You don't want to increase their sense of failure. The alternatives approach does not humiliate.

7. Eventually the appraiser has to make a "go--no go" decision. Don't allow all of your energy to be drained off by a chronic case. Don't agonize for a long period over them. Think it over: Is this person capable of growing with your case? Make a clean decision: Which track? Improvement or dismissal. As a result of a clean decision you come across more positively--the teacher responds more positively.

8. Remember, you don't have to like all teachers--but you must respect them. Treat that person as being valid, real. We tend to go toward those teachers who reinforce us. (Just as teachers go toward children who reinforce them!) This is a real problem for evaluators. Do not make decisions on the basis of liking--rather use respect. Then decide on what's happening to learners.

NOTES:

9. Help the evaluatee redefine their job so that it is achievable, fun, exciting. Don't try to do everyone's job! Clarify purposes. Establish boundaries. Accept that one person can't do everything. (Not even you!) This is energizing--it improves morale--ask what you could do this week? this month? which youngsters could you help most working through evaluation?

10. Remind "complainers" about their major, larger objectives. Just carry on. Don't reward complaining behavior.

11. Beware of the temptation of using the demonstration technique. Showing your skills is an ego trip but one which can increase a teacher's sense of incompetence--can make a teacher less credible with his or her pupils.

12. When challenged by a teacher, just say, "In my time I was alright!" and let it pass. Forgo the credibility you would gain from demonstrating or grandstanding. Keep your skills in your suitcase; the teacher in the classroom has to cope--not you.

13. Perceptions of the appraiser vary by teacher--some actually fear you. You've got to defuse this to get into a coaching and counseling mode. Let them know that you know what it feels like--that you understand their concern over being observed. Release tension--don't create more.

14. Resist the temptation to use teachers to get to children. Focus directly on the teacher--have the teacher be the object of your concern. The rest will follow (and sometimes it won't!) Teachers treat students the way they themselves are treated. This evaluation thing is here to stay--resolve to get better and better at it!

15. Avoid becoming defensive. If you are defensive, it's partly because you tend to believe the attack. If there is a true basis (for charges against the appraiser) feel guilty; if not, it's the attacker's problem. Adversaries tend to be very much alike--talk about each other the same way. Don't try to win a king contest with a skunk!

NOTES:

16. Your domain is their behavior as a teacher, not as a person! Every teacher has his/her own inner life. You do not need to know its content. You just need to know it's there--this affords dignity! Don't pry--unless it is hurting their performance. In turn, most of them are not very interested in your family life, golf game, war record!!

17. Always assume people you evaluate have the capacity for greatness, and have integrity.

18. Once again, never fight fire with fire. Professionalism is a militant process. Professionals are supposed to act in the best interest of their clients, while administrators (as bureaucrats) are expected to act in the best interest of the organization. Conflict is inevitable for the supervisor, normal for the evaluator/evaluatee, and probably healthy.

MODULE SIX: Outline of the Presentation

"Dealing With the Nonproductive Teacher"	NOTES:

The legal aspects of TPE should not cause panic!

Remember: Ours is a job that is more susceptible to lawsuits and hearings than many others--we have to adjust to that fact of life. Anyone with the price of filing fees or willing to bring charges can initiate a lawsuit or hearing of some sort (winning, however, is an entirely different matter). Apprehension is normal.

This is the posture you should assume:

1. You are a skilled administrator.
2. Evaluations and recommendations are a part of your role.
3. Your actions were based on your training, experience and best professional judgment, with the interests of children foremost in mind.
4. Be honest and forthright.
5. Review your written evaluations/statements; oral testimony must agree with written statements and be consistent with any oral statements made prior to the hearing.
6. Above all, be descriptive of what the teacher did or did not do, i.e., the teacher's behavior and it's effect on the students' behavior.

Now to a check list of TAP strategies to use when the teacher is not productive:
(NOTE: Sequence assumes a TPE system that is valid, reliable and adopted by Board policy.)

1. Evaluation contacts have become frequent and formal (shows appraisee you are concerned and on top of the situation).
2. Evaluator has confirmed "diagnosis" with other supervisory personnel and curriculum consultants--gains "prescription" ideas (job improvement targets).
3. Appraisee is given time to improve (six months generally is considered a minimum).
4. Appraisee is given help to improve (do not promise "remediation" or to provide the wherewithall of instruction--these are ultimately the teacher's professional responsibility).
5. Appraisee is given reports of progress (if any) over time.

NOTES

IF INADEQUATE PERFORMANCE CONTINUES:

6. Evaluator "triangulates" by calling in multiple evaluators--gains more information and increases reliability of appraisal. (In U.S., a single evaluator is not enough for dismissal.)
7. Evaluator works on increasing the quality of appraisee's classroom testing (related ends to means to overcome "aimlessness," a common failing of nonproductive teachers).
8. Evaluator asks for, examines and files "work samples." (Shows how appraisee has planned for and created learning systems--efforts to go beyond chalk-and-talk.)
9. Evaluator stresses "warranted learning theory" and how other knowledgeable practitioners would proceed under similar circumstances. (Establishes congruence of job expectations with position description of the district.)

MORE TIME--MORE HELP--MORE PROGRESS REPORTS

IF INADEQUATE PERFORMANCE PERSISTS:

10. Evaluator and appraisee have conference with their mutual superior. (Warns of seriousness of deficiencies.)
11. Evaluator uses directives (in memo form) to teacher. (If teacher does not follow superior's instructions--a fair charge of insubordination can be made.)
12. Evaluator reprimands teacher (in memo form--copies to evaluation file and superintendent). May be repeated several times if performance remains below standard.
13. Evaluator confers with superior concerning impending recommendation for disciplinary action or dismissal.
14. Evaluator and superior consult with district's counsel if dismissal recommendation is to be made. (Substantive and procedural due process steps checked.)
15. Dismissal action taken following board policy, state statutes and U.S. Constitution--and only if district's attorney concurs.

MODULE SEVEN: Outline of the Presentation

"Giving Negative Feedback in a Positive Way"	NOTES:

Appraisal demands feedback. Remember our memory crutch? "C--C--M"

C--Confrontation
C--Communication
M--Motivation

Feedback is a servomechanism, a controlling device. We need persuasion skills for this kind of communication. How well you persuade depends on:

1. Predisposition to change.
2. Emotional commitment to the present way of doing things.
3. How widely accepted the idea is.
4. Trust in the person communicating the idea.

The physical environment of the conference room should convey a personal atmosphere. Since feedback will probably mean to the teacher that s/he must change actions in the future, it's normal for one to feel threatened. Now some DO's!

1. Focus feedback on actual performance of the teacher rather than on his/her personality.
2. Focus feedback on observations rather than assumptions, inferences or explanations.
3. Focus feedback on description rather than explanation.
4. Focus on the specific and concrete rather than the general and abstract.
5. Focus feedback on the present rather than on the past.
6. Focus on sharing of information rather than on giving advice.
7. Focus feedback on alternatives rather than on the "best path."
8. Focus feedback on information and ideas phrased in terms of "more-or-less" rather than "either-or."
9. Focus feedback on what the teacher (appraisee) needs rather than what you (the appraiser) need to get off your chest.
10. Focus feedback on what the teacher can use and manage rather than on all the information you have gathered.

NOTES:

11. Focus feedback on modifiable items rather than on what the teacher cannot do anything about.
12. Focus feedback on what the teacher requests from you rather than on what you could impose on him/her.

Finally, remember to check the feedback you give by asking the teacher to summarize the points for both of you.

MODULE EIGHT: Outline of the Presentation

"Effective Teaching Behaviors"	NOTES:

THE EFFECTIVE TEACHER has been the focus of several massive research projects over the past decade. How do you spot an effective teacher? What do you look for?

EFFECTIVENESS depends, at least in part, upon the model of teaching chosen.

Do you want a teacher as--[1]

(1) lecturer?
(2) expert resource person?
(3) facilitator?
(4) counselor?
(5) leader of group meetings?
(6) tutor?
(7) manager of media instruction?
(8) laboratory supervisor?
(9) programmer?
(10) manipulator of learning environment?

Beyond the model what does the evaluator look for?

A. What to look for--unannounced visit
Has the teacher completed the seven steps of the teaching act?[2]
1. Develop anticipatory set
2. State objectives and why they are important
3. Provide input
4. Model (ideal behavior)
5. Check for comprehension
6. Provide guided practice
7. Provide independent practice.

Don't make the common mistake of moving directly from #2 to #7.

1. Joyce, B. and M. Weil in Supervision for Today's School, Peter F. Oliva, Thomas Y. Cromwell Co., 1976, pp. 325-326.

2. Adapted from Madeline Hunter's "The White Sauce of Teaching."

NOTES:

B. What to look for[3]--in a well-organized lesson.
   1. Specifies objectives
   2. Reviews and previews
   3. Task orientation--subject matter at hand is major focus of discussion
   4. Signals transitions
   5. Emphasizes important aspects--structuring comments
   6. Clarity of explanation
   7. Checks for comprehension
   8. Personally efficient and organized
   9. Summarizes completed lesson.

C. What to look for[4]--the problem-solving lesson.
   1. Describe for the student the terminal performance which will constitute the solution to the problem.
   2. Assess the student's entering behavior for mastery of concepts and principles needed to solve the problem.
   3. Invoke the recall of all relevant concepts and principles.
   4. Provide verbal direction of the student thinking, short of giving them the solution to the problem.
   5. Verify the student's learning by requiring them to give a full demonstration of the problem solution.

3. Berliner, Dave, et al., Instructor's Manual for Lesson Organization, National Resource and Dissemination Center, University of South Florida, FAO 268, Tampa, Florida 33620. Ca. 1972, p. 9.

4. DeCecco, J.P., The Psychology of Learning and Instruction, Prentice-Hall, 1974 (second edition).

Table 1-1

Differences between effective and ineffective teachers of disadvantaged pupils in the primary grades verified in two or more independent studies

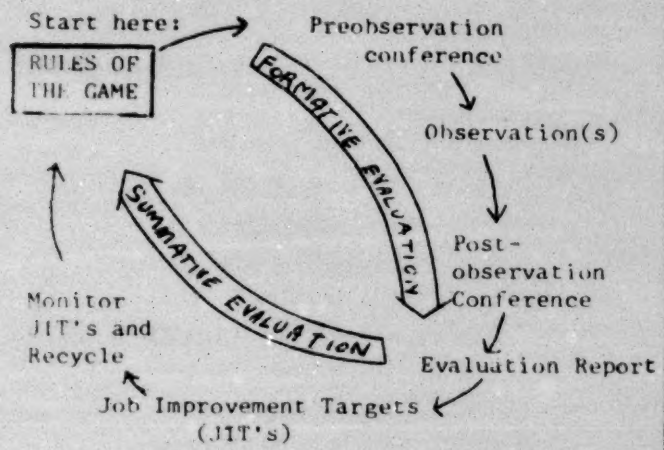
Teaching Function	Behavior of Teachers	
	Effective	Ineffective
Maintenance of learning environment	Less deviant, disruptive pupil behavior Fewer teacher rebukes Less criticism Less time spent on classroom management More praise, positive motivation	More deviant, disruptive pupil behavior More teacher rebukes More criticism More time spent on classroom management Less praise, positive interaction
Use of pupil time	More class time spent in task-related "academic" activities More time spent working with large groups or whole class Less time spent working with small groups Small groups of pupils work independently less of the time Less independent seatwork	Less class time spent in task-related "academic" activities Less time spent working with large groups or whole class More time spent working with small groups Small groups of pupils work independently more of the time More dependent seatwork
Method of instruction	More "low-level" questions Fewer "high-level" questions Less likely to amplify, discuss, or use pupil answers Fewer pupil-initiated questions and comments Less feedback on pupil questions More attention to pupils when they are working independently	Fewer "low-level" questions More "high-level" questions More likely to amplify, discuss, or use pupil answers More pupil-initiated questions and comments More feedback on pupil questions Less attention to pupils when they are working independently

Source: Medley, Don, *Teacher Competence and Teacher Effectiveness.* p. 23 in Research on Teaching, Concepts, Findings, and Implications. Edited by Penelope L. Peterson and Herbert J. Walberg. McCutchan Publishing Corporation, 2526 Grove Street, Berkeley, California 94704

MODULE NINE: Outline of the Presentation

"Workshop Summary--Exit Tips"	NOTES:

How would I behave if I had your job? These ideas are from the heart (and the hip!). They are not data-based; they are experienced-based. First let's review the cycle.



TPE Coaching & Counseling Strategies:
(Don't treat them all alike!)

Type of Teacher	Strategy
Below average	Formal/frequent
Average	Formal/infrequent
Above average (and striving)	Informal/frequent

There are four components of TPE: self evaluation, superordinate evaluation, peer evaluations, and job targets. These four parts require different skills and understandings.

A. Self Evaluation
   1. Less accurate
   2. Union "line"
   3. Still valuable

NOTES:

B. Superordinate Evaluation
   1. Multiple best
   2. C & C needed
   3. Ways to abuse ("friends and enemies")
   4. Very useful before observation--get a brief conference
      Kids taught?
      Goals?
      Objectives?
      Wherewithal?

      Teachers love getting some of your "private time" when it's not a dressing down!

   5. Performance areas and criteria must not be secret!

C. Peer Evaluation--while difficult, it is the essence of professional behavior
   1. Encourage peer review
   2. Don't exploit the results

D. Job Targets
   1. Where the rubber meets the road
   2. Hard to write during the first year
   3. Get better as time goes on
   4. Are best proposed by teacher--improved by you
   5. You may have to suggest some "for good of the school"
   6. Don't neglect to check back
   7. Don't gripe to teachers--they think this is your job

E. Appraisal on Job Targets
   1. Very hard to observe just on job targets
   2. I must do my homework on "how to improve instruction" and "how to get groups of teachers with common targets working together on improvement activities"
   3. Expect window dressing
   4. Got to "kiss some frogs"
   5. When in doubt check back to "criteria" and look for "strings of pearls"
   6. Cross-validate with colleagues

NOTES:

Exit Tips:

DON'T--

--Say, "I'm just here to learn" when observing classes
--Set quotas on how many teachers can attain a top rating--report the truth
--Forget to look at how you rated a teacher the year before
--Overrate females and minorities in nontraditional roles
--Say, "What have you done for me lately?"
--Skip around from job target to job target.

DO--

--Keep a profile of teachers you are
  Sorry you hired
  Glad you hired
--Consider the "taboo" factor--possible conflicts with local custom or tradition
--Overcome the "mustang" factor--think like a manager
--Ask for and appraise work samples
--Learn names, preferences, classes--do care; "Coach," "Ol' Buddy," "Podnor" are demeaning nicknames.

Overall tips:

1. See some great teachers first!
2. Don't over-supervise beginners.
3. Soft pedal "management prerogatives."
4. To lead teachers, you "walk behind them."
5. Make commitments of your time and your effort to each teacher.
6. Don't say, "It takes too much time" until you examine the trade-offs.
7. Document the productivity of all teachers--not just the ones you want to terminate.

Be careful of the words you speak,
Keep them soft and sweet.
You never know from day to day
Which ones you'll have to eat.

Remember: "It ain't Braggin' if you can really do it!"

USING EFFECTIVENESS RESEARCH IN TEACHER EVALUATION

(A preprint of an article to appear in EDUCATIONAL LEADERSHIP, Journal of the Association for Supervision and Curriculum Development, October 1979.)

by Dr. Shirley B. Stow, Curriculum Coordinator,
West Des Moines (Iowa) Community Schools

Don Medley (1979) claims that ". . . if teachers know the criteria on which decisions affecting their career are based, they will meet the criteria if it is humanly possible to do so." Could teachers be taught to use direct instruction in connection with the appraisal process, and could that lead to increased student achievement? We in the West Des Moines (Iowa) Community School District decided to find out.

Our project, which was funded by a National Science Foundation Grant[1], formed a partnership among the district's administrators, board of education, the teacher association, and university-based researchers. The idea was to create a teacher performance evaluation system that used criteria from existing research and a cycle of operating procedures that included the setting of job improvement targets. The system was to be validated by use of student gain scores on custom-tailored, criterion-referenced tests.

Validation was especially important because researchers have found it difficult to go beyond rater perceptions to assessment of teacher performance in terms of student behaviors (Shavelson and Dempsey-Atwood, 1976).

Iowa State University researchers have repeatedly identified clusters of categories which can be used to rate teacher performance, including productive teaching techniques, positive interpersonal relations, organized-structured classroom management, intellectual stimulation, and desirable out-of-class behavior (Manatt, et al., 1976).

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[1]This research was supported by the National Science Foundation. Grant No. GU3373. Richard P. Manatt: College of Education, Iowa State University, Ames, Iowa, 50011.

In his report of meaningful findings of research in teacher effectiveness Medley (1977) indicates that effective teachers spent more time on task-related or "academic" activities and differed from less effective teachers in group work procedures, seat assignments, praise and positive motivation and the use of a variety of management techniques. Medley defined teacher effectiveness as ". . . the effects a teacher has on pupils. The more pupils learn as a result of what a teacher does, the more effective that teacher is." To use that definition, we needed to assess student performance, measure how much was learned, and determine what segment of the learning could be associated with the efforts of a given teacher.

Mathematics was selected as the subject since it is considered to be school specific; that is, less influenced by out-of-classroom learning experiences than reading. All 494 fourth graders were chosen as students because gains in mathematics are usually substantial at that level. Intelligence and reading ability were controlled for, but socio-economic status was not. West Des Moines Community School District serves a relatively homogeneous upper middle-class white population.

The Process

Our first step was to design the teacher performance appraisal system. A committee of teachers, administrators, board members, and citizens of the community developed an instrument based on what was then considered "state of the art" in performance criteria (Rosenshine and Furst, 1971). Those who were to be observer/evaluators were trained in a series of one-day workshops.

Next we developed criterion-referenced tests. Teachers from grades three, four, and five worked with consultants from Westinghouse Learning Corporation to select and/or write performance objectives for beginning and ending fourth grade mathematics. Thirty-one objectives were chosen for which Westinghouse provided 69 test items to be used in the pre- and posttests. Pretests were given in September with extensive diagnostic data provided to each teacher.

Each of the 17 fourth-grade mathematics teachers was evaluated separately by his or her building principal, the director of elementary education, and the assistant superintendent. For purposes of validation, points were assigned to each category on the evaluation instrument, and the points added together to yield a single score from 0-180. The scores arrived at separately by the three evaluators were averaged to produce a performance index. In preobservation and postobservation conferences, teachers were encouraged to adhere to the performance criteria.

When all the necessary data had been collected, we analyzed it. Because the district had promised teachers that their formal appraisal would be based not on student achievement but on observation, test results were treated as confidential information.

The Results

There was no reason for concern, however. We found significant gains in student scores on the criterion-referenced tests in all 17 classes, both in objectives attained and in the number of items answered correctly.

To guard against the possibility that the teachers under evaluation were placing undue emphasis on mathematics to the detriment of other subjects, we examined standardized test results for the past five years. Each year during that period, students in our district had gained an average of nine to ten months on the Iowa Tests of Basic Skills. That pattern continued during the year of our study in all subjects and grades except mathematics in fourth grade. There the gains were approximately 22 months.[2]

Despite the remarkable increase in achievement, however, the student gain scores did not correlate with the composite scores of teacher performance. Most item scores on the teacher evaluation instrument had positive but low, nonsignificant, correlations. Some even correlated in a negative direction.

---

[2]Tables which show the test results and/or the correlation of teacher performance rating categories with student gain scores are available upon request from the writer. Shirley B. Stow: 1101-8th Street, West Des Moines, IA 50265.

In other words, we had not been able to validate the instrument. Nevertheless, it was evident that teachers whose pupils attained substantial growth could be characterized as businesslike, task-oriented, and concerned about academic learning time.

In Retrospect

The indecisive results regarding performance criteria were not unexpected. From the outset, we considered this a "post hole" attempt to see if criterion-referenced tests could be used in teacher performance research. The statistical analysis gave us an opportunity to improve the prototypic instrument we had created.

Perhaps the most salient finding of the study was the discovery that performance appraisal centering on teacher effectiveness criteria coincided with extraordinary results in standardized test scores.

It seems that schools can use basic research findings to improve their effectiveness. The more teachers and administrators studied the research on teaching, the more willing they became to use direct instruction activities as at least part of the district's performance criteria. The steps that the mathematics teachers followed encouraged the academically-focused, teacher-directed classroom, which is presently called "direct instruction." The results for West Des Moines' fourth graders were so impressive we believe similar efforts should be made elsewhere.

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Packet 1
TPE Project
West Des Moines (Iowa)
Community Schools

WRITING JOB TARGETS FOR TEACHER PERFORMANCE EVALUATION (TPE)

Main Idea: Teacher Goal + Behavioral Terms = Job Target

This work packet is designed to increase your skill at turning "generalized" teacher-improvement goals into precise and measurable job targets. Most job targets written by teachers and principals in the first year's experience in TPE with job targets could better be termed goals rather than job targets. To develop them into job targets it will be necessary to:

1. use the goal to state what it is you want to do,
2. set a time limit in which the teacher is expected to reach the objective, and
3. decide the criteria used to measure a teacher's success in reaching the target.

Job targets do not have to be sophisticated, just measurable. To point this out, six goals have been reworked to provide measurable targets. Individual principals and teachers will need to apply their own situation to writing their job targets.

Goal: Coordinate time for activities to value received.

Job Target example: During one unit of the first grading period, list each activity, rate its importance, and designate the amount of time necessary to complete it based on potential value received. Success will be measured by a high degree of accuracy from students when tested on high priority experiences.

Goal: Better use of diagnostic tests.

Job Target example: Given the results of diagnostic tests, the teacher will work with each child every day for two weeks, concentrating on the area needing attention. Success will be evident by improvement in retesting at the end of the two week period.

Goal: Develop bicentennial projects in subject areas.

Job Target example: By the end of the school year, each student will list at least six findings pertaining to the bicentennial celebration based on student projects and class activities completed.

Goal: Allow more student input into the curriculum.

Job Target example: Incorporate written and/or oral input from students into curriculum planning for one unit. Success will be measured by a high degree of accuracy when students are tested over materials based on their input.

Goal: Improved knowledge of addition and subtraction.

Job Target example: Based on teacher prepared continuous progress learning packets over addition and subtraction, each student will successfully complete the number of packets appropriate for his or her own level.

Goal: Let staff know about available services.

Job Target example: After receiving information about available services, each staff member will, before the end of the school year, make use of at least one of these services to help meet the needs of individual students.

Each of the above job targets has been written with 1) a goal in mind, 2) a time limit for completion, and 3) criteria for measuring success. Remember, in the usual job targets situation, a rating scale instrument has been used to describe the teacher's performance. A self evaluation by the teacher typically produces the "trial list" of goals or objectives. The final list is improved or, at the very least, edited by the evaluator. When a teacher produces a very vague or broad goal such as "to individualize instruction," the evaluator should ask the teacher to come back with a plan--how are you going to start individualizing? What will you do first? How soon can we expect to see these changes? How many changes will you make this cycle? What help do you need from me, your department head or from the school?

Don't be satisfied with "try to have more variety in materials"--get specific. Give teachers coaching and counseling to raise their sights. Talk with other teachers in the department to get ideas--call the central office for tips and for the names of other teachers who would make good role models for a particular job target. Then pick his/her brains for ideas. Don't you do the leg work, ask the teacher to do it--that's what colleagial professional courtesy is all about.

Now let's practice turning goals into job targets. Keep in mind, however, the key step is identifying (from the TPE procedures) what a given teacher should work toward in the next cycle. The best written job targets are time wasters if you're heading in the wrong direction (i.e., not improving the teacher's instructional practice).

JOB TARGET WRITING DRILL

Read the goal and study the example provided. Then (with a teammate if you wish) try writing a second job target suggested by the goal.

---

1. GOAL: Develop clearer, more specific objectives and explain them to your students.

   Job Target Example: During the next two units taught in this semester, the teacher will periodically ask the students to paraphrase their understanding of the objective(s). At least monthly, the teacher will include a question or two on a written exam to see how well the students can verbalize the objectives.

Your Job Target:

---

2. GOAL: Promote student self discipline.

   Job Target Example: The teacher will spend at least 30 minutes each week (during the first quarter of the school year) to work on listening skills. The principal will be asked to observe the improvement (or change) after that period of time.

Your Job Target:

3. GOAL: Initiate team teaching activities.

Job Target Example: The teacher will plan one unit in the next quarter with Mrs. Jones and Mr. Klein intended to integrate science and mathematics concepts. In the unit they will use large group, small group and independent study activities for the students. At the end of the unit the teacher will present a written report of the plans, the implementation of the plans and the critique of the team to the principal. She can use this report as partial evidence of successful completion of this job target.

Your Job Target:

Now you are ready to write job targets from goals without the "cues" of sample job targets. On the accompanying job target forms, select three (3) goals from the list of elementary or secondary examples (choose your assignment level) and write job targets. Remember:

1. Use the goal to state what it is you want to do.

2. Set a time limit in which the teacher is expected to reach the objective.

3. Decide the criteria to be used to measure a teacher's success in reaching the target.

For this exercise you must play a dual role--both appraiser and appraisee. The instructions on the following page will help. Remember, the assignment is to do three different goals.

JOB IMPROVEMENT TARGETS

Setting job targets is the central theme and major thrust of this four-part evaluation system. It is a task which requires time and thoughtful reflection. It is expected that appraiser and appraisee will work together in identifying and stating targets.

INSTRUCTIONS: APPRAISEE

1. Write one goal on each work sheet. The word (TO) is often used to start the goal statement.

2. Write a specific job target which will help you in achieving the goal. The word (BY) is often used to start the job target statement. Additional worksheets are to be used for other job targets. REMEMBER, 4-6 TARGETS ARE ENOUGH!

3. Section III includes a brief outline you intend to use to accomplish your job target. A projected date to complete the job target should be identified.

4. In Section IV include indicators or measures illustrating the successful completion of the job target. Remember to distinguish between an activity and an indicator.

INSTRUCTIONS: APPRAISER

In Section V indicate an estimate of accomplishment or status of the goal or job target at the end of the appraisal period. Include commendations and/or recommendations.

JOB TARGETS WORKSHEET

I. GOAL: Long-range, fundamental, on-going

TO:

II. JOB TARGET (criteria--specific--challenging--realistic--manageable--measurable)

BY:

III. HOW: Include means, methods, activities, processes, materials, personnel by which specific objective will be achieved

TARGET DATE __/__/__

IV. APPRAISEE COMMENTS: Include indicators or methods for measuring achievement of job targets

V. APPRAISER COMMENTS:

Appraisee _____

Date __/__/__

Appraiser _____

Date __/__/__

JOB TARGETS WORKSHEET

I. GOAL: Long-range, fundamental, on-going

TO:

II. JOB TARGET (criteria--specific--challenging--realistic--manageable--measurable)

BY:

III. HOW: Include means, methods, activities, processes, materials, personnel by which specific objective will be achieved

TARGET DATE __/__/__

IV. APPRAISEE COMMENTS: Include indicators or methods for measuring achievement of job targets

Appraisee _____

Date __/__/__

V. APPRAISER COMMENTS:

Appraiser _____

Date / /

JOB TARGETS WORKSHEET

I. GOAL: Long-range, fundamental, on-going

TO:

II. JOB TARGET (criteria--specific--challenging--realistic--manageable--measurable)

BY:

III. HOW: Include means, methods, activities, processes, materials, personnel by which specific objective will be achieved

TARGET DATE __/__/__

IV. APPRAISEE COMMENTS: Include indicators or methods for measuring achievement of job targets

Appraisee _____

Date __/__/__

V. APPRAISER COMMENTS:

Appraiser _____

Date __/__/__

FORM 7AA	WEST DES MOINES TEACHER PERFORMANCE EVALUATION WORKING DOCUMENT West Des Moines (Iowa) Community Schools	
(Teacher's Name) (Building) (Department) (School Term)	Observations Dates 1. __/__/__ 2. __/__/__ 3. __/__/__ 4. __/__/__ 5. __/__/__	Conferences Dates 1. __/__/__ 2. __/__/__ 3. __/__/__ 4. __/__/__ 5. __/__/__

Evaluator(s)	1.			
	2.			
	3.			
Classes Observed	Subject	Topic	Period	Grade Level
	1.			
	2.			
	3.			
	4.			
	5.			

INSTRUCTIONAL GOALS AND OBJECTIVES FOR CLASSES OBSERVED:	GUIDES --Objectives clearly stated? --Related to overall goals? --Articulated with District's sequence?
PAPERS AND HOMEWORK ASSOCIATED WITH CLASSES OBSERVED:	--Value of books used --Homework, independent study related to objectives? --Reasonable work load?
EVALUATION OF LEARNING:	--Pretests? --Related to objectives? --Length? --Variety of items?

FORM 74A	Page 2	GUIDES
CATEGORY #1	"Assesses the needs of students . . . ."	--As individuals? --As groups? --Self-tests for feedback? --Varies instruction and pace?
CATEGORY #2	"Presents a program that meets the individual and group needs."	--Circulates among students? --Strives for interest? --Logical sequence? --Activities matched to pupils?
CATEGORY #3	"Creates a classroom environment that is conducive to learning . . . ."	--Warm, trusting? --Student-centered? --Respect for students?
CATEGORY #4	"Guides the learning process toward the achievement of curriculum goals . . . ."	--Pupils understand objectives? --Objectives appropriate for learners? --Materials hooked to objectives?
CATEGORY #5	"Employs a variety of instructional techniques . . . ."	--Lecture, Socratic, discovery? --Inquiry? --Large group, small groups, independent study?
CATEGORY #6	"Evaluates in terms of students' academic, social and emotional growth."	--Tests for all levels of knowing, i.e., facts, concepts, generalizations? --All educational domains?

FORM 74A	Page 3	GUIDES
CATEGORY #7	"Diagnoses the needs of exceptional students, seeks the assistance of specialists . . . ."	--Adjusts learning content, teacher's role, learner's role? --Uses consultants?
CATEGORY #8	"Communicates and interacts effectively with colleagues, students and parents."	--Rapport with students? --Helps colleagues? --Informs parents?
CATEGORY #9	". . . upholds rules, regulations and board policy."	--Successful discipline? --Supports principal? --Reasonable rules?
CATEGORY #10	"Promotes . . . students' self-discipline and responsibility."	--Inspires scholarship? --Students' self-control increasing?
CATEGORY #11	"Plans for and supervises . . . auxiliary personnel."	--Seeks help for routine tasks? --Uses peer tutoring?
CATEGORY #12	"Engages in appropriate studies and activities to improve professional competence."	--Is a better teacher this year than last? --Increasing repertoire of teaching methods?

FORM 74A	Page 4	GUIDES
CATEGORY #13	"Contributes to the solution of educational problems . . . ."	--Helps school and district improve? --Shares with colleagues? --Creates instructional systems?
CATEGORY #14	"Carries out routine duties promptly and accurately."	--Reports accurate and on time? --Does at least his/her share? --Improving professional data skills?
CATEGORY #15	"Assumes responsibilities outside of the classroom as they relate to school."	--Supervises students appropriately? --Cooperative? --Considerate of total school needs?
CATEGORY #16	"Assists in selecting and updating books, equipment, and other instructional materials."	--Knows what's going on? --Increasing sophistication in use of wherewithal of instruction?
CATEGORY #17	"Establishes and maintains cooperative relations with the community."	--Communicates on a need-to-know basis? --Strives to improve service to school's clients? --Enhances community involvement with school?

FORM 74A	Page 5	GUIDES
WHAT ASSIGNMENTS OTHER THAN CLASSROOM INSTRUCTION?		--Committee work --Activities sponsor --Team leader --Coaching --Building or playground supervision
WHAT WERE THE BEST PERFORMANCE AREAS?		--Selection --Course content --Methods of presentation --Objectives --Student-teacher --Student-student interaction, etc.
WHAT WERE THE PERFORMANCE AREAS THAT NEED IMPROVEMENT?		--Selection --Course content --Methods --Objectives --Student-teacher --Student-student interaction, etc.
OVERALL PERFORMANCE STATUS (for this evaluation cycle)		--Above, below, equal to District's expectations for teacher performance

Priority #	FUTURE PERFORMANCE OBJECTIVES	Target Dates*
_____	1.	__/__/__
_____	2.	__/__/__
_____	3.	__/__/__
_____	4.	__/__/__
_____	5.	__/__/__

*To be reached not later than the completion of the next evaluation cycle.

FORM 74E	WEST DES MOINES TEACHER PERFORMANCE EVALUATION INSTRUMENT West Des Moines (Iowa) Community Schools

(Teacher's Name) _____ (Semester) _____

(Building) _____ (Department) _____ (Date) _____

(Evaluator's Signature _____ (Date) _____

(Teacher's Signature _____ (Date) _____
Final Report Only)

INSTRUCTIONS: After observations and from the data on the Teacher Performance Evaluation Working Document, respond to each of the following statements or questions. Space on the last page is provided for essay comments and performance improvement targets.

Explanation of Scale

For each item please enter your rating on the following five-point scale:

Never or strongly disagree	1
Seldom or disagree	2
Sometimes or neither agree or disagree	3
Often or agree	4
Always or strongly agree	5

Example:

1. The teacher shows respect for his/her students. 5

Scoring:

Work completely through the instrument, then add scores by category and record on the profile provided on page 7.

CATEGORY 1: Assesses the needs of students.

The teacher . . .

1. respects the ability and worth of each pupil. ___
2. strives for pupil achievement commensurate with their abilities ___
3. assesses the needs of students as individuals and as a group. ___

CATEGORY 1 total (15 points possible) ☐

FORM 74E	Page 2

CATEGORY 2: Presents a program that meets the individual and group needs.

The teacher . . .

4. circulates around the classroom giving attention and guidance to groups and individuals. ___

5. makes the classwork interesting--puts his/her material across in an interesting way. ___

6. provides learning activities that are sufficiently varied so that all pupils participate in learning activities. ___

CATEGORY 2 total (15 points possible) ☐

CATEGORY 3: Creates a classroom environment that is conducive to learning.

The teacher . . .

7. creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students. ___

8. communicates with pupils at a level they can comprehend. ___

9. sees that there is a feeling of good will in the classroom and that there is good rapport between the teacher and students. ___

CATEGORY 3 total (15 points possible) ☐

CATEGORY 4: Guides the learning process toward the achievement of curriculum goals.

The teacher . . .

10. is clear and thorough in giving directions. ___

11. guides the learning process toward the achievement of curriculum goals by establishing clear objectives and communicating these objectives to students. ___

CATEGORY 4 total (10 points possible) ☐

FORM 74E	Page 3

CATEGORY 5: Employs a variety of instructional techniques.

The teacher . . .

12. employs a variety of instructional techniques and media to meet the students' needs. ___

13. utilizes current events and unexpected situations for their educational value when appropriate to subject area and/or the needs of the students. ___

CATEGORY 5 total (10 points possible) ☐

CATEGORY 6: Evaluates in terms of students' academic, social and emotional growth.

The teacher . . .

14. evaluates pupils in terms of their academic, social and emotional growth. ___

15. is fair, impartial and objective in evaluation of pupils. ___

CATEGORY 6 total (10 points possible) ☐

CATEGORY 7: Diagnoses the needs of exceptional students, seeks the assistance of specialists.

The teacher . . .

16. demonstrates initiative and adaptability in adjusting predetermined plans to circumstances and individuals. ___

17. diagnoses the needs of exceptional students, seeks assistance of specialists as needed and establishes an appropriate program of learning. ___

CATEGORY 7 total (10 points possible) ☐

CATEGORY 8: Communicates and interacts effectively with colleagues, students and parents.

The teacher . . .

18. lets students and parents know if problems arise related to a student's progress and attendance. ___

19. respects and contributes to the accomplishments of staff by cooperatively planning, sharing plans, ideas, materials and facilities. ___

CATEGORY 8 total (10 points possible) ☐

CATEGORY 9: Upholds rules, regulations and board policy.

The teacher . . .

20. handles his/her own discipline problems, is consistent in policy, and self-confident in management of pupils. ___

21. assists in upholding and enforcing school rules, administrative regulations and board policy. ___

CATEGORY 9 total (10 points possible) ☐

CATEGORY 10: Promotes students' self-discipline and responsibility.

The teacher . . .

22. inspires students to independent effort, creates desire for investigation. ___

23. promotes the development of students' self-discipline and responsibility. ___

CATEGORY 10 total (10 points possible) ☐

CATEGORY 11: Plans for and supervises auxiliary personnel.

The teacher . . .

24. plans and supervises purposeful assignments for auxiliary personnel, e.g., aides, associates, and volunteers. ___

CATEGORY 11 total (5 points possible) ☐

FORM 74E	Page 5

CATEGORY 12: Engages in appropriate studies and activities to improve professional competence.

The teacher . . .

25. has an excellent subject-matter background and uses initiative to keep ahead in his/her field. ___

26. is critical of and constantly trying to improve his/her own work. ___

CATEGORY 12 total (10 points possible) ☐

CATEGORY 13: Contributes to the solution of educational problems.

The teacher . . .

27. contributes to the solution of educational problems, e.g., by serving on professional commissions. ___

28. shares ideas and materials willingly with other staff members. ___

CATEGORY 13 total (10 points possible) ☐

CATEGORY 14: Carries out routine duties promptly and accurately.

The teacher . . .

29. carries out routine duties promptly and accurately. ___

30. maintains appropriate classroom management and organization. ___

CATEGORY 14 total (10 points possible) ☐

CATEGORY 15: Assumes responsibilities outside of the classroom as they relate to school.

The teacher . . .

31. is prompt in arrival at school and classes and observes other required time schedules. ___

32. assumes responsibilities as they relate to school. ___

CATEGORY 15 total (10 points possible) ☐

FORM 74E	Page 6

CATEGORY 16: Assists in selecting and updating books, equipment and other instructional materials.

The teacher . . .

33. keeps himself/herself informed and up-to-date regarding new developments in the curriculum area. ___

34. assists in selecting and updating books, equipment and other instructional materials. ___

CATEGORY 16 total (10 points possible) ☐

CATEGORY 17: Establishes and maintains cooperative relations with the community.

The teacher . . .

35. displays a positive attitude toward the school and other teachers. ___

36. establishes and maintains cooperative relations with the community. ___

CATEGORY 17 total (10 points possible) ☐

FORM 74E	Page 7

TEACHER PERFORMANCE EVALUATION SUMMARY

PERFORMANCE PROFILE THIS EVALUATION PERIOD

Category		Possible Score	Actual Score
1	Assesses needs of students	15	___
2	Presents program that meets needs	15	___
3	Creates classroom environment	15	___
4	Guides toward curriculum goals	10	___
5	Employs a variety of techniques	10	___
6	Evaluates in terms of growth	10	___
7	Diagnoses needs of exceptional students	10	___
8	Communicates effectively	10	___
9	Upholds rules and regulations	10	___
10	Promotes self-discipline	10	___
11	Supervises auxiliary personnel	5	___
12	Improves professional competence	10	___
13	Contributes to educational problem solving	10	___
14	Performs routine duties promptly	10	___
15	Assumes school responsibilities outside classroom	10	___
16	Assists in materials selection	10	___
17	Maintains cooperative community relations	10	___

ASSIGNMENTS OTHER THAN CLASSROOM TEACHING:

FORM 74E	Page 8

BEST PERFORMANCE AREAS THIS EVALUATION PERIOD:

PERFORMANCE AREAS NEEDING IMPROVEMENT THIS EVALUATION PERIOD:

GROWTH IN PERFORMANCE EVIDENCED THIS EVALUATION:

PERFORMANCE IMPROVEMENT TARGETS:

Priority #	Target Dates
_____	__/__/__
_____	__/__/__
_____	__/__/__
_____	__/__/__
_____	__/__/__
_____	__/__/__

FORM TPE B	MOUNT PROSPECT ELEMENTARY DISTRICT 57 Mount Prospect, Illinois

JOB IMPROVEMENT TARGET
STATUS REPORT

This is to be completed for each target for which a progress report is required and is to be attached to the Job Improvement Target Worksheet (TPE A).

Job Improvement Target: _____

Appraisee's Report:

_____ _____

Appraisee's Signature Date

Appraiser's Evaluation:

_____ _____

Appraiser's Signature Date

FORM TPE C	MOUNT PROSPECT ELEMENTARY DISTRICT 57 Mount Prospect, Illinois

PRE-OBSERVATION DATA SHEET

Class Taught _____ Grade _____ Period _____

Appraisee's Signature _____ Date _____ Appraiser's Signature _____ Date _____

Please complete the following information and return to the appraiser one day before the scheduled date of the observation.

1. What are the objectives of this lesson?

2. Where are you in the course? (Unit, lesson, page numbers in texts, introductory, middle or culminating activity?)

3. What teaching/learning activities will be observed and what methods will be used?

FORM TPE C	Page 2

4. Which of these particular teaching behaviors listed do you want monitored? Circle those you wish to emphasize.

   a. Statement of Objectives
   b. Attention to Review and Preview
   c. Task-Orientation of Lesson
   d. Clear Transition Signals
   e. Verbal or Visual Emphasis
   f. Clarity of Instructions
   g. Evidence of Student Comprehension
   h. Evidence of Teacher Preparation
   i. Attention to Summarization
   j. Other _____

5. How are you going to know if the students have learned? (Substantiate)

6. Are there any group or individual characteristics or circumstances of which the evaluator should be aware? (Unusual behaviors, grouping interactions, students leaving class during the period, lab work, etc.)

Appraisee's notes:	Appraiser's notes:

FORM TPE D	MOUNT PROSPECT ELEMENTARY DISTRICT 57 Mount Prospect, Illinois

OBSERVATION REPORT Formal_____ *Informal_____

_____ _____ _____

Class Taught Grade Period

_____ _____

Appraisee's Signature Date Appraiser's Signature Date

1. Were the objectives confirmed as listed in the pre-observation data sheet?

   Indicate those not observed as listed in the pre-observation.

2. Did the lesson, unit, or page correspond to the pre-observation data sheet?

   Yes No Not applicable

   If not, could you determine why not?

3. Were the teaching/learning activities and methods observed as listed on the pre-observation data sheet?

*For informal observations, disregard language relating to pre-observation conferences.

FORM TPE D	Page 2

4. Were specific teaching behaviors monitored as stated on the pre-observation data sheet?

5. Did teacher substantiate that the students learned? Yes No

How?

6. Were any special characteristics of the students observed?

Yes No

Appraisee's Notes:	Appraiser's Notes:

FORM TPE E	MOUNT PROSPECT ELEMENTARY DISTRICT 57 Mount Prospect, Illinois

SUMMATIVE EVALUATION REPORT

Teacher

Building

PERFORMANCE STANDARD

1. Exceeds
2. Meets
3. Needs Improvement
4. Does Not Meet

INSTRUCTIONS:

For each item, please circle the number of term that best describes performance.

Explanation of Scale

1. EXCEEDS EXPECTATIONS: Results show performance which contributed to organization goals in an exemplary manner--congruence with district philosophy--exceeds what is reasonably expected of a well trained individual in this classification.

2. MEETS EXPECTATIONS: Results show attainment of primary work objectives in the philosophic manner reasonably expected of a well trained individual in this classification.

3. NEEDS IMPROVEMENT: Results are generally below philosophic expectations. Performance improvement is indicated.

4. DOES NOT MEET MINIMUM REQUIREMENTS: Manner of attainment of work objectives not congruent with district's philosophy of administration.

FORM TPE E	Page 2

PERFORMANCE AREA	GUIDES	
1. Provides motivation and stimulation for students. (TPE C - 1, 2, 3, 4, 5, 6)	Adjusts materials to appropriate levels? Provides varied and challenging learning experiences? Encourages critical thinking? Encourages creative expression?	1 2 3 4
2. Demonstrates skill in appraisal, diagnosis, and prescription of/for the learning needs of students, using reasonable performance standards. (TPE C - 1, 3, 4, 5, 6)	Varies level and pace of instruction to meet individual needs? Uses pretests? Challenges students without defeating them?	1 2 3 4
3. Adheres to and maintains the scope and sequence of the District's curriculum. (TPE C - 2)	Plans demonstrate knowledge of curriculum scope and sequence?	1 2 3 4

FORM TPE E	Page 3
4. Utilizes appropriate and varied instructional strategies, teaching methods, and instructional media. (TPE C - 1, 3, 4, 6)	Large group, small group independent study? 1 Lecture, discovery? 2 Clarity in presentation? Task-oriented behavior? 3 Use of structuring comments? 4 Use of probing questions? Use of student ideas? Progression to higher levels of instruction? Restraint of use of indiscriminate criticism and praise?
5. Maintains academic climate conducive to good learning and develops and presents lessons of substantial quality. (TPE C - 1, 2, 3, 4, 5, 6 Informal Observation, Work Samples)	Prepared for lessons? 1 Creativity? Lessons relevant to students? 2 Demonstrates good introduction to and execution of lesson plans? 3 Is approachable and receptive to student needs? 4 Demonstrates clarity and accuracy in oral and written communication?
6. Assumes classroom management responsibilities and maintains physical climate conducive to good learning. (TPE C - 3, 4, 6 Informal Observation)	Is well prepared for lessons and activities? 1 Keeps accurate and up-to-date records? 2 Implements administrative directives? 3 Classroom attractive and inviting? 4 Versatile arrangement?

FORM TPE E		Page 4
7. Maintains social and emotional climate conducive to good learning. (TPE C - 3, 4, 6 Informal Observations)	Maintains good discipline? Builds and maintains good student-teacher rapport? Demonstrates firm and fair treatment of students? Shows enthusiasm? Shows sense of humor?	1 2 3 4
8. Shows evidence of professional growth. (Informal Observations, Job Improvement Targets, Work Samples)	Is performance improving? Utilizing new teaching methods?	1 2 3 4
9. Builds and maintains good teacher-parent rapport. (Informal Observations, Work Samples)	Keeps parents informed of student successes and problems? Is available to parents?	1 2 3 4

FORM TPE E		Page 5
10. Contributes to staff rapport, respect, and cooperation. (Informal Observations, Work Samples)	Interacts, shares ideas with colleagues?	1 2 3 4
11. Supports school-related activities. (Informal Observations)	Attends school functions and performances? Encourages community involvement with school?	1 2 3 4

I have read the above appraisal.

Appraisee's Signature Date Appraiser's Signature Date

(Sample Letter of Progress)

Dear

I wish to take this opportunity to inform you that you have done a satisfactory job in your present position for the first half of this school year. As you are aware, there are areas in which improvements can be made. Your principal is ready and able to discuss these areas with you. Please rely on him for this help and I am certain that you can achieve the status of superior teacher.

Sincerely,

Harry Lubin
Superintendent

HL/bl

(Sample Letter of Commendation)

Dear

I wish to take this opportunity to congratulate you on the outstanding work you have done as a teacher the first half of this year. You have shown every indication of becoming a superior teacher. Please continue to rely heavily on your principal with all problems inherent in your present position. I look forward with pleasure to having you as a member of the Bellmawr Public School Faculty for many years to come.

Sincerely,

Harry Lubin
Superintendent

HL/bl

(Sample Letter of Reprimand)

174 North Oak Street
Crystal Lake, Illinois 60014
(815) 459-6070

Crystal Lake Community Consolidated School District 47

LETTER OF REPRIMAND - NEGLECT OF JOB DURING WORKING HOURS

December 2nd, 1978

Mr. Any Name
Any School
School District Forty-seven
Crystal Lake, Illinois 60014

Dear Mr. Name:

I am giving you this written reprimand as disciplinary action for your improper conduct and failure to fulfill the duties and responsibilities required of you in your teaching assignment.

(State school rule(s) on not leaving students unattended)

On November 15th, 1978, at 10:35 AM, I came to Room 102, your assigned room, and found you not in your room. Your pupils were making an excessive amount of noise and creating a disturbance for surrounding classrooms. Two of your pupils, Anthony Smith and Myrtle Doe were pulling each other's hair. Joe Doaks and Gertrude Jones were leaning out the window of your classroom. I found you in the teachers' lounge reading a newspaper unaware that your students had returned from their physical education class at 10:30 AM as scheduled. I stated to you my concern for the safety and well-being of your students if they were left unattended. You indicated that you shared that concern and that in the future you would meet your students at the gymnasium and return to your classroom with them. You were given verbal warning by me at 10:45 AM, November 15th, 1978. I stated that unless you were able to be at your assigned classroom when your students returned from their class with Ms. Goodbody, physical education teacher, you would be subject to further disciplinary action.

On November 30th, 1978, only two weeks after the verbal warning given to you on November 15th, I went to your room following the afternoon recess period at 2:15 PM. Once again your pupils were in the room unattended. The door to the classroom was open and the pupils were making considerable noise. I found you at 2:20 PM in the boiler room with the building janitor. You informed me that you were requesting the janitor to repair a dripping drinking fountain outside your room. This excuse for leaving your pupils is not acceptable to me as this matter could have been taken care of at some other time when your presence in your classroom was not essential for the safety of your pupils and the educational program of this school.

page two
Letter of Reprimand - Neglect of Job During Working Hours
Mr. Any Name - Anyschool
December 2nd, 1978

It appears from your improper conduct that you have not corrected yourself and remain negligent in meeting the responsibilities of your teaching assignment. By this written reprimand, I am giving you an opportunity to correct your improper conduct and perform the duties and responsibilities required of you in your teaching assignment.

Unless you correct your conduct and perform your duties and responsibilities equally with other teachers in this building, you will subject yourself to further disciplinary action.

Yours truly,

N. E. Principal
PRINCIPAL
Any School
Crystal Lake, Illinois

cc: Personnel Office

(Sample Position Description for Classroom Teachers)

EX 26 SANTA CRUZ CITY SCHOOLS (California)

Job Description

CLASSROOM TEACHER

Brief Description of Position:

The primary function of the classroom teacher is to develop in the student skills, knowledge, concepts, generalizations, principles, appreciations and attitudes that will promote fullest possible development and assist him/her in valuing the dignity and worth of himself/herself and others. He or she provides within the classroom an educational program for the students . . . and assists in other school programs as required by district policy.

Major Areas of Responsibility:

1. Assesses initial individual student and class needs.
2. Determines cooperatively with the evaluator appropriate learning objectives for the class, taking into account the district course of study and the assessed needs of the students.
3. Plans appropriate learning experiences.
4. Provides individual and class instruction.
5. Creates an atmosphere through personal example and positive relationships with students which inspire a love for learning.
6. Monitors student's progress and evaluates the student's achievement in relation to the agreed-upon learning objectives.
7. Reports individual pupil's progress to parents and school personnel through the preparation of reports and/or the holding of conferences.

Other Duties and Responsibilities:

1. Creates with assistance from pupils a functional and attractive environment for learning.
2. Maintains professional competence through participation in inservice education activities provided by the district and/or self-selected professional growth activities.
3. Performs basic attendance accounting and other clerical services, as necessary.
4. Participates cooperatively with the principal or the designee to mutually develop the system by which he or she will be evaluated in conformance with the district's uniform guidelines for evaluation and assessment.
5. Selects and requisitions books, instructional aids and supplies to the extent possible.
6. Establishes and maintains standards of pupil behavior.
7. Insures a comfortable room environment through control of heating, lighting, and ventilation to the extent possible.
8. Administers group standardized tests in accordance with district testing program.
9. Participates in curriculum and other developmental programs within the school or on a district level.

SANTA CRUZ CITY SCHOOLS *(Continued)*

Job Description - Classroom Teacher

10. Shares in the sponsorship of student activities and participates on faculty committees.

11. Plans and coordinates the work of aides, teacher assistants and other paraprofessionals assigned to him or her.

12. Works cooperatively with staff toward resolution of mutual concerns.

13. Interacts positively with colleagues, employers, parents, and community agencies.

Minimum Qualifications:

Valid California credential authorizing service.

Directly Responsible to:

Building principal or designated representative.

Evaluated by:

Building principal and/or designated co-administrators.

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AGREE-DISAGREE STATEMENTS ON THE PRINCIPAL'S ROLE

INSTRUCTIONS: Read each statement once. Check whether you agree (A) or disagree (D) with each statement. Take about four minutes for this. Then in small groups try to agree or disagree unanimously with each statement as a group. Try especially to discover reasons for disagreement. If your group cannot reach agreement or disagreement, you may change the wording in any statement enough to promote unanimity.

KEY: "A" if you agree "D" if you disagree

A	D	
( )	( )	1. A principal should be a skillful teacher and be able to show teachers how to do it.
( )	( )	2. A principal should not allow teachers to decide what they are going to teach or how they are going to teach--that is the school's responsibility.
( )	( )	3. A principal should take personal responsibility for the achievement of students in his/her building.
( )	( )	4. You will make a better principal if you answered "Agree" to the three above.

MANATT'S PERFORMANCE EVALUATION WORKSHOPS

"BOUQUETS AND BRICKBATS"

HOW DO YOU RATE THIS WORKSHOP? CHECK ONE:

_____ ONE OF THE BEST I'VE ATTENDED (Exceeds my standards)

_____ VERY HELPFUL TO ME AS A PROFESSIONAL (Meets my standards)

_____ NOT VERY HELPFUL (Does not meet my standards)

WHAT WAS MOST HELPFUL ABOUT THIS WORKSHOP?

WHAT UNANSWERED QUESTIONS, AREAS OF CONCERN, OR UNDEVELOPED TOPICS REMAIN? IS A FOLLOWUP WORKSHOP NEEDED?

WHAT DO YOU SUGGEST TO IMPROVE THIS TYPE OF WORKSHOP?

MY POSITION/ROLE IS:

____ STUDENT	____ DEAN
____ PARENT	____ DEPARTMENT HEAD
____ BOARD MEMBER	____ CONSULTANT
____ PRINCIPAL	____ ASSISTANT SUPERINTENDENT
____ PROFESSOR	____ SUPERINTENDENT
____ TEACHER	____ OTHER: _____